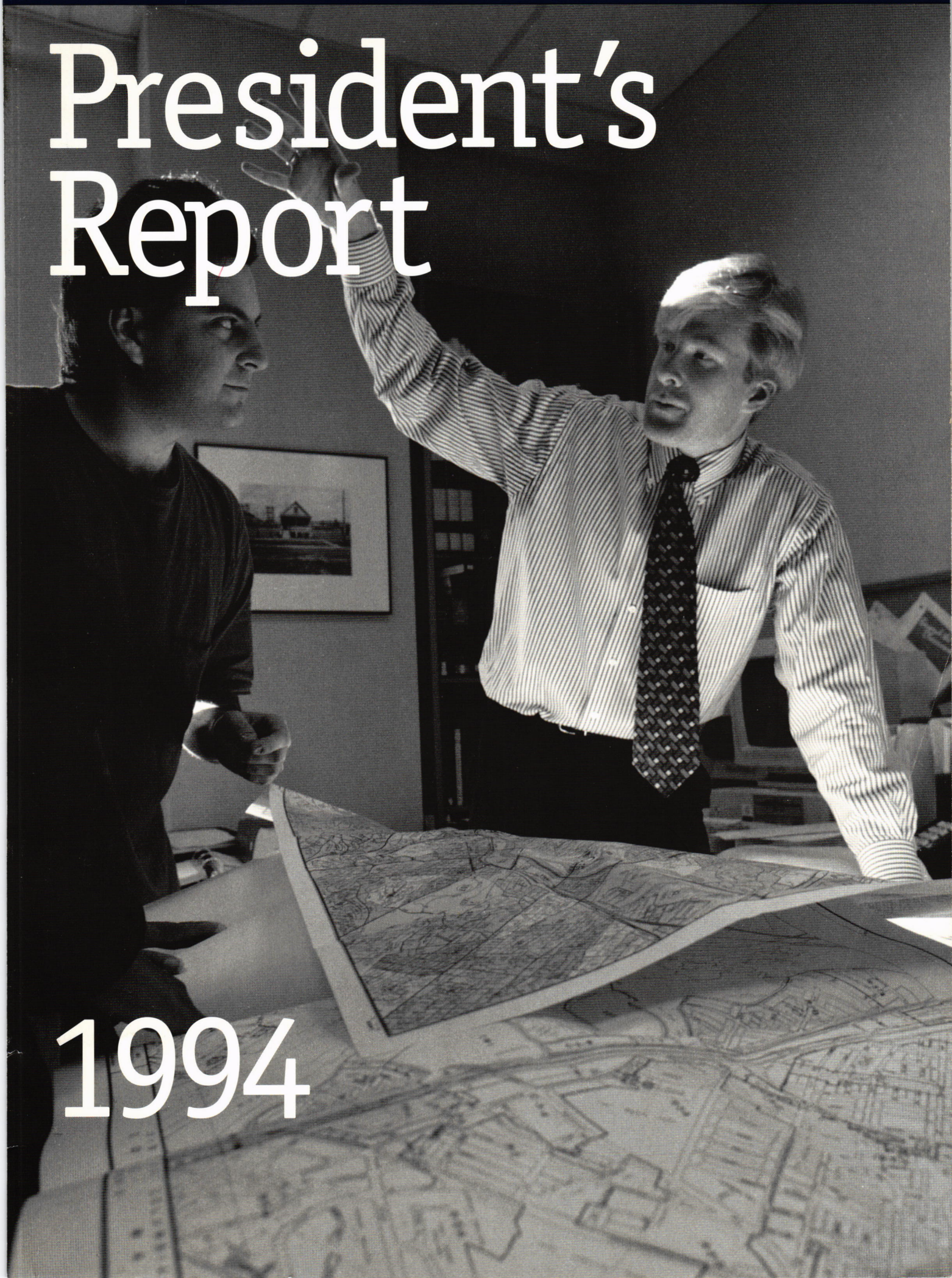


The George Washington University

President's Report

1994





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President's Report

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A Changing Academic Landscape

28

Faculty Publications

60

Trustees, University Officials

Rosina M. Georgiadis
Columbian College and Graduate
School of Arts and Sciences

Chemistry is more than test tubes and Bunsen burners for Prof. Georgiadis (center) whose research mainly involves lasers. She

is shown here examining laser equipment set up by graduate students Glauco R. Souza (l) and Malcolm Pon (r).

Robert Brauneis
National Law Center
(on the cover)

Prof. Brauneis reviews Washington, D.C., zoning maps to demonstrate a point about land use law

in Washington to second-year law student Jeffrey Needelman.

What you are about to read

Instructor, Assistant Professor, Associate Professor, Professor, Professor Emeritus: set in a straight line, the faculty ranks sound as inevitable, in their progression, as night and day or the four seasons. But of course, the progression is far from inevitable. At most universities most of the time, the transition from Assistant to Associate also represents the acquisition of tenure. At many universities struggling to navigate the "lean and mean" national economy of the 1990s, the transition from Associate to Professor may take longer than would have been the case even a few years ago, since it moves the recipient onto a higher pay scale. Meanwhile, teachers and scholars able to attain a tenure-track appointment, and to start the long climb toward Professor, can count themselves very fortunate indeed. Full-time academic posts are hard to find and easier than ever to lose.

In this tale of the prevailing academic ranks, that of Assistant Professor occupies a very special place. Those who hold this rank have, typically, an impressive array of academic credentials, some teaching experience, and a good start on scholarly accomplishments. But, they do not yet have the protections and the security that have long been associated with tenure. The most significant professional judgment they will ever experience still lies

ahead. If that judgment turns out to be a positive one, then the Nobel Prize will seem, when it arrives, like small potatoes in comparison!

Over the years, my work at GW and my travels around the country have led me into conversations, many of considerable length, with assistant professors at many universities, four-year colleges, and two-year colleges. The letter that follows draws on half a dozen such contacts, all of which have taken place in the past two years, and is frankly a montage of sorts. But "Professor X" is a representative fiction, and my letter to her is intended to portray, in reasonably lively form, the challenges and threats, hopes and frustrations, that beset today's Assistant Professor — whatever his or her institutional affiliation.

Included in this report is a sidebar to the letter that briefly discusses the typically heavy use being made of information technology by assistant professors at GW; a special report from Roderick French, GW's Vice President for Academic Affairs; and, to demonstrate that ambitious research projects are by no means limited to the University's assistant professors, a list of selected faculty publications that have appeared in the past year.

Dear Professor X:

Our unexpected and powerful conversation yesterday — because who expects to meet a teacher from a university that in some ways resembles his own sitting in the very next seat on a flight from Chicago to Boston? — provided me with lots of food for thought (which is the only kind of food my physicians seem to approve these days!). Having returned to my office at GW, I'm seizing the very first opportunity I have to organize some thoughts in your direction.

And my very first thought is how tough a job you actually

have. Pick up a newspaper or a magazine these days and somebody or other is bound to be denouncing "the professoriate" for its alleged collective sins. Professors should spend more hours in the classroom with their students! They should work harder while earning less money! They should make the United States into an industrial and commercial power that leaves all of East Asia in the lurch!

Yet there you were, sitting next to me on the plane, and the words that kept crossing my mind as I listened to you were: "None of the above apply." The

years and years you spent in part-time (non-tenure-track) positions — three and even four jobs simultaneously . . . the published article that so remarkably brought you to the attention of what has now become "your" department . . . your obvious devotion to your students . . . your deep concern about their economic futures and their career choices . . . listening to you, I kept thinking, "Here's one very bright woman with one very tough job."

Why should that be? Well, one reason your job is so tough is the age in which we live. You've done such heavy thinking



Linda M. Bland
Columbian College and Graduate
School of Arts and Sciences

A double bonus. Prof. Bland helps children develop their speech and language skills, while training graduate

students to become speech and language therapists. Above, Prof. Bland supervises graduate student Katie Flynn as she

works with a client in the University's Developmental Speech and Language Clinic.




Joan E. Schaffner
National Law Center

The American Intellectual Property Law Association is benefiting from the resources at GW's National Law Center. This year, Prof. Schaffner (second from right) was selected editor-in-chief of the law journal for the association, which law students nationwide

help edit and produce. She is shown here with GW law students and journal editors: l-r, Joseph J. Basista, Greg A. Roggin, Kimberly J. Benjamin, and Paolo Trevisan.





and publishing on the subjects of morality, religion, and ethics. Now you're having to keep those thoughts going (and growing!) in an age of widespread cynicism and ever-intensifying collective distrust, as well as a widening gap — especially in the United States — between the incomes earned by skilled and unskilled workers. That what used to be called "the American way of life" may now be giving way to a time of reduced living-standards . . . that your personal worries about the future are so sharply echoed in comments made by your students . . . that so many folks "out there" are in quest of a scapegoat for their troubles . . . what does that add up to but the kinds of professional and personal anxiety that used to be considered the very opposite of a professor's existence? And what does that add up to

but a job with ever-changing and thoroughly unpredictable challenges?

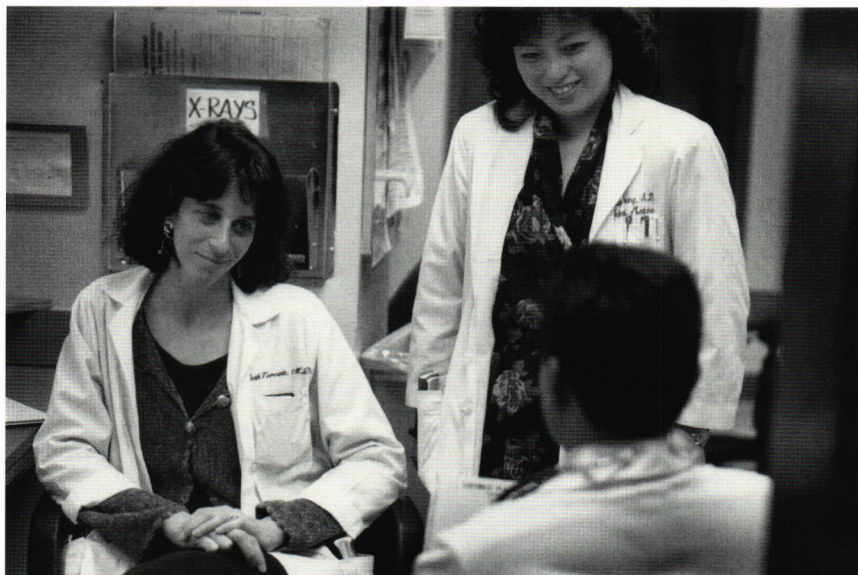
Just to go in and face those students each day, when you can't shake the feeling that you're somehow in loco parentis . . . just to ask yourself over and over whether what you're teaching your students right now is going to help them get a foothold on an appropriate career ladder . . . just to experience the panic and despair you described when you read and annotate some of their papers, and find yourself wondering how this man or woman is ever going to "make it through" . . . and meanwhile, just to deal with an academic area that has grown as competitive and even brutal as your own blend of religion, ethics, literature, and cultural history . . . to be sure, a career in academe is not what it used to be.



Meanwhile, I look at the other side of the coin. After all, the implied point behind many of your comments was that faculty members today are keeping in touch, at a very deep level, with the world in which they live and in which their students must learn to live. They aren't peeping out at it from an ivory tower of some kind. They're aware of the extent to which its current state, especially where national and international economics are concerned, keeps all of us on edge — even those of us (as I confessed to you!) who

happen to be university presidents. And today's faculty members are helping their fellow Americans — including their students, their readers, and those who sit next to them on flights from Chicago to Boston! — to be learning from our current experiences as well as lamenting them.

I was quite struck, as you could tell, by the revision you're currently doing as you prepare your study for publication. Yes, a novelist like Dickens was indeed a certain kind of therapist for his society, including his

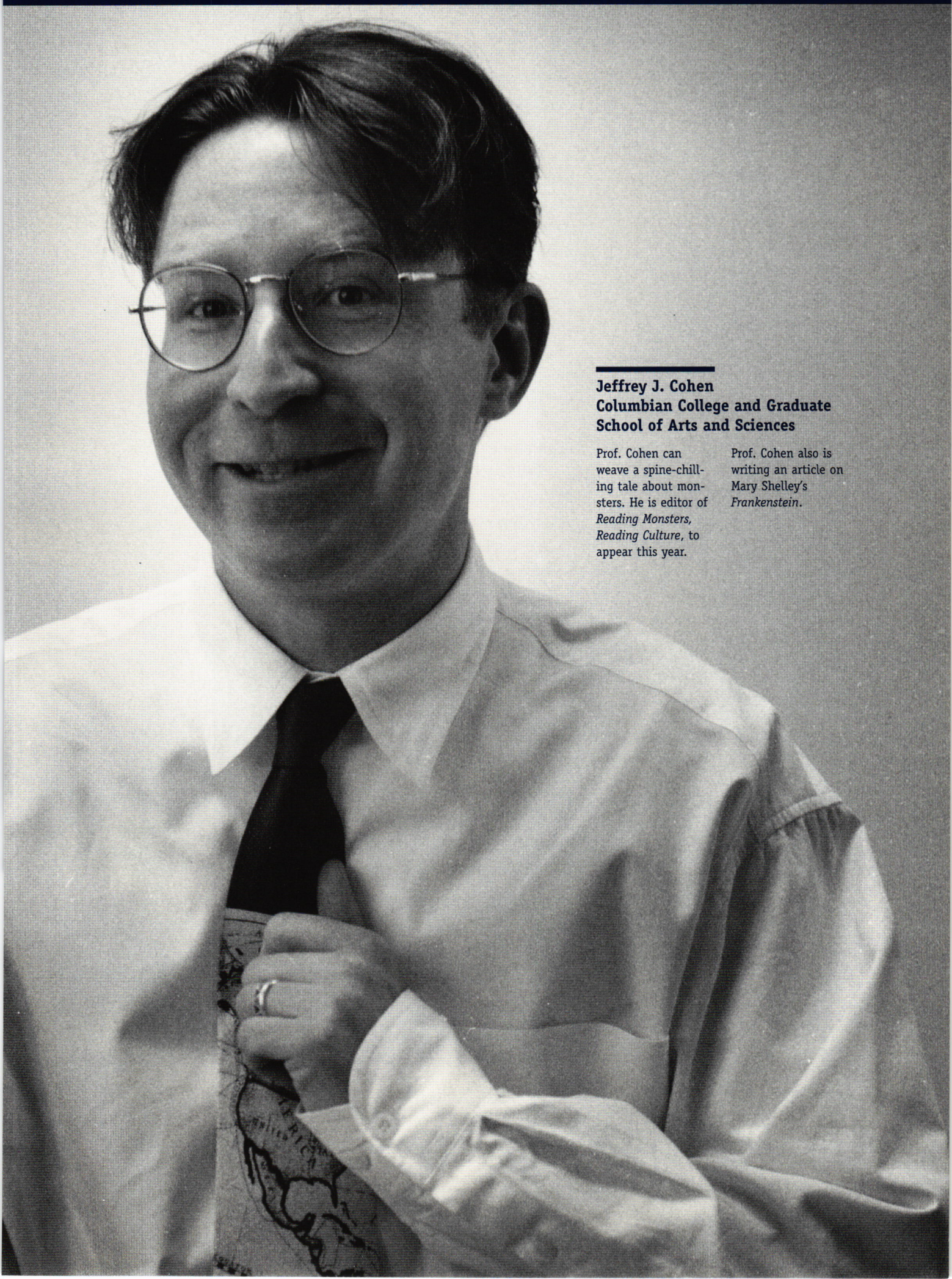


Beth Horowitz and Lucy Cheng
School of Medicine and
Health Sciences

Medical diagnoses can be tricky to make, even for the brightest residents. Drs. Horowitz (l) and Cheng (standing) provide guidance and supervision to

medical residents treating patients at GW's Internal Medicine Ambulatory Resident Clinic.





Jeffrey J. Cohen
Columbian College and Graduate
School of Arts and Sciences

Prof. Cohen can weave a spine-chilling tale about monsters. He is editor of *Reading Monsters*, *Reading Culture*, to appear this year.

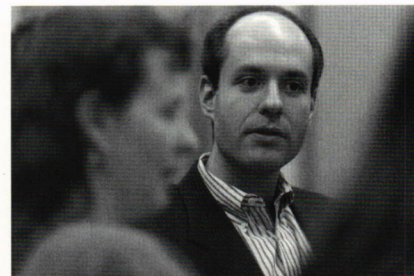
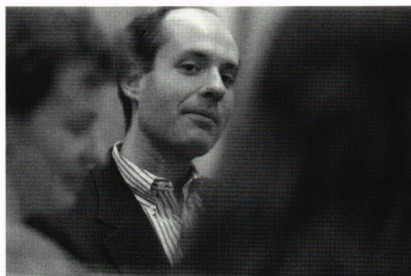
Prof. Cohen also is writing an article on Mary Shelley's *Frankenstein*.

readers in North America, and he was indeed offering his readers a certain kind of “treatment.” Like them, he had his gnawing personal and family secret — the fact that his father’s long slide toward insolvency had ended with Charles himself consigned, at a tender age, to work in a “blacking warehouse” next to boys from a distinctly lower class. In Victorian terms, that was truly a major trauma! And like so many of his readers, all drenched in nostalgia for the “lost England” that preceded the Industrial Revolution, Dickens played the role of a “change agent” in a rapidly changing society. He was someone who recast his own profession, giving novelists a position closer to that of Delphic Oracle than “Grub Street hack.” Meanwhile, he played this role while questing for the values of an endangered or vanishing past.

Your ability to see Dickens as “a kind of moral surfer, riding the fierce wave while respecting its dangers” — is that the kind of insight that’s only possible in a world as anxious as our own? How today’s

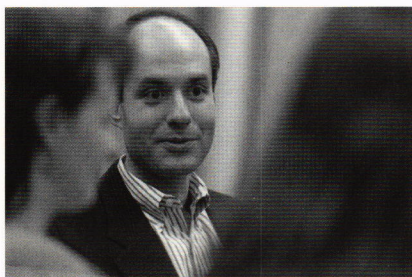
media love to tell stories about people who innovate themselves out of a job, offering their companies the good advice that leads to their own termination. Isn’t that, in and of itself, a kind of “Dickens scenario”? And as the world’s economic pressures grow ever fiercer . . . as one industrialized nation after another nibbles away at the “benefits” it offers to its citizens . . . aren’t Dickensian scenarios breaking out all around us? Homelessness, as the new curse of industrialized societies, is only one of them!

I was also very struck, during our conversation, by what you had to say about Dickens’ changed relationship to time. Speaking, as he did, to an enormous middle class, which included readers throughout the industrialized (and so rapidly industrializing) world, he did so by paying implied homage to the units of time that meant the most to them: days rather than months, weeks rather than years. At work in his office or his shop, the typical Victorian businessman felt that money was being made or lost in each



from our current experiences as well as lamenting them."

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Brad Clark
National Law Center

Let's discuss this... Prof. Clark, above, who teaches Civil Procedure and Federal Courts, joins a discussion in the law school's moot court room to answer questions regarding the courts. He is

shown with second-year law student Robin Villanueva, and Ronald Jackson, who works in the law school's Dean of Students Office.



Martha Finnemore
Elliott School of
International Affairs

The combatants in Bosnia should talk to Prof. Finnemore about her research on humanitarian behavior in war, funded by a SSRC/MacArthur Foundation

Fellowship in International Peace and Security. Prof. Finnemore is conducting her research as a guest scholar at The Brookings Institution.

and every minute of the day, on each and every day of the year. Gone was the once-dominant "agricultural perspective," with its alternations of furious effort and times of "lying fallow." So those who read their Dickens novels as they were initially published in serial form — read them, typically, at the end of a long working day — were coping with small literary units that still added up to an encompassing moral universe, whether its name was *Dombey & Son* or *Bleak House*. The reader lived a Dickens novel in much the same way that he or she was living his or her own life. One result was to start seeing one's own life as a kind of novel, with a shape and a form that

repaid close consideration!

As I suggested to you when we fell to talking about "the modern audience," perhaps your forthcoming study should be entitled "The Novel as World and the World as Novel." As all of us read our way through an average day, in paper and/or electronic terms, aren't we sustained by the feeling — so strongly shared by Dickens' audience — that "the world out there," glimpsed through so many literary facets, does hang together in an almost novelistic fashion? It's huge. It's scary. It's full of crosscurrents and subordinate plots. Yet we can't stop paying attention to it, especially when its "bourgeoisie" is coming to include so many people in East Asia,

Eastern Europe, the Middle East, and other parts of Planet Earth. And like Dickens, we see each new development in connective and ultimately integrative terms.

Via e-mail from Hong Kong, we learn of an altering trade pattern that obviously endangers one of the mutual funds we were relying on to pay for a child's college education — and how's that for a web of connection binding the global to the personal? Or we're on a plane from Chicago to Boston where we meet someone who helps us to understand, more clearly than ever, the nature of our job in Washington and the challenges confronting the faculty of our own university. One of the reasons we may not need a Dickens any more is that we are living inside his ultimate novel, the one entitled *Great Expectations and Greater Anxieties, or The Universe as Daily Experience!*

So exhilarating was this part of our conversation that you were almost apologetic when you raised the subject of tenure — which in your own

Continued on page 12

Professor X is by no means alone when it comes to using computers!

As this year's President's Report moved toward publication, I asked our University Relations staff to inquire into the use being made of current information technology by GW's assistant professors. The results confirmed what many of us suspect: that younger faculty members make very heavy use of computerized interactive communication in their teaching and their research.

Typical of the responses was that of John M. Artz, assistant professor of management science. "I rely most heavily on electronic mail," he wrote, "which I use to correspond with colleagues and students. I also belong to several Listservs (an extension of electronic mail that automatically distributes the messages to a predefined group of recipients) where I monitor and engage in discussions relevant to my research interests."

Rosina M. Georgiadis, assistant professor of chemistry, noted that "in my research, we want to understand how a few individual molecules can substantially change the chemical and physical properties of a surface or interface. 'Seeing' just a few special molecules among the many billions of others around them is not an easy task; we use a variety of novel laser techniques and new microscopy methods. Without recent developments in computer and information technology, my graduate students could not hope to obtain, store, or analyze their experimental data in time to get a Ph.D."

According to Jehan El-Bayoumi, assistant professor of internal medicine, "computerized case simulations expose medical students to clinical situations that they may otherwise not have the chance to experience. By using this technology, GW students are afforded the opportunity to see patients with a wide variety of problems in various settings. They can work up patients, diagnose, and treat them, and receive critical feedback as to their problem-solving abilities without ever risking harm to a patient."

James Hahn, assistant professor of engineering and applied science, reports that "we are currently involved in a number of

research topics related to the use of 'virtual reality.' The central idea is the use of computer technology to simulate real worlds or even worlds that have never existed . . . We have applied such technology in a number of areas, including military simulations (funded by the Naval Research Laboratory) and space exploration (funded by NASA). Recently, we have started to explore their uses in medical applications in which surgeons can practice on 'virtual clones' of patients."

The varieties of information technology made use of by Majid T. Manzari, assistant professor of civil engineering, include a "coordinated e-mail network" through which he is able to have "daily communications with members of my geo-technical engineering society worldwide." During the recent earthquake in Japan, he noted, "I had firsthand news from my colleagues in Japan who had come back from a reconnaissance of the earthquake site in Osaka." Having been introduced to the Uncover/Reveal facility by the engineering specialist in Gelman Library, Manzari also is able "to electronically browse through the tables of contents of many important periodicals in my research area. I am also able to order these papers by a reply option in my e-mail facility."

For Martha Finnemore, assistant professor of international affairs and political science, information technology has made it possible to keep in touch with international organizations that "are increasingly coming 'on line' themselves. As a result, I can access their libraries, their publications, even their staff, through the Internet — quickly and cheaply." Finally, she notes, "electronic mail is a wonderful medium for communicating with students . . . I get questions, comments, term papers, intellectual debate, even travelogues from students overseas, all on e-mail."

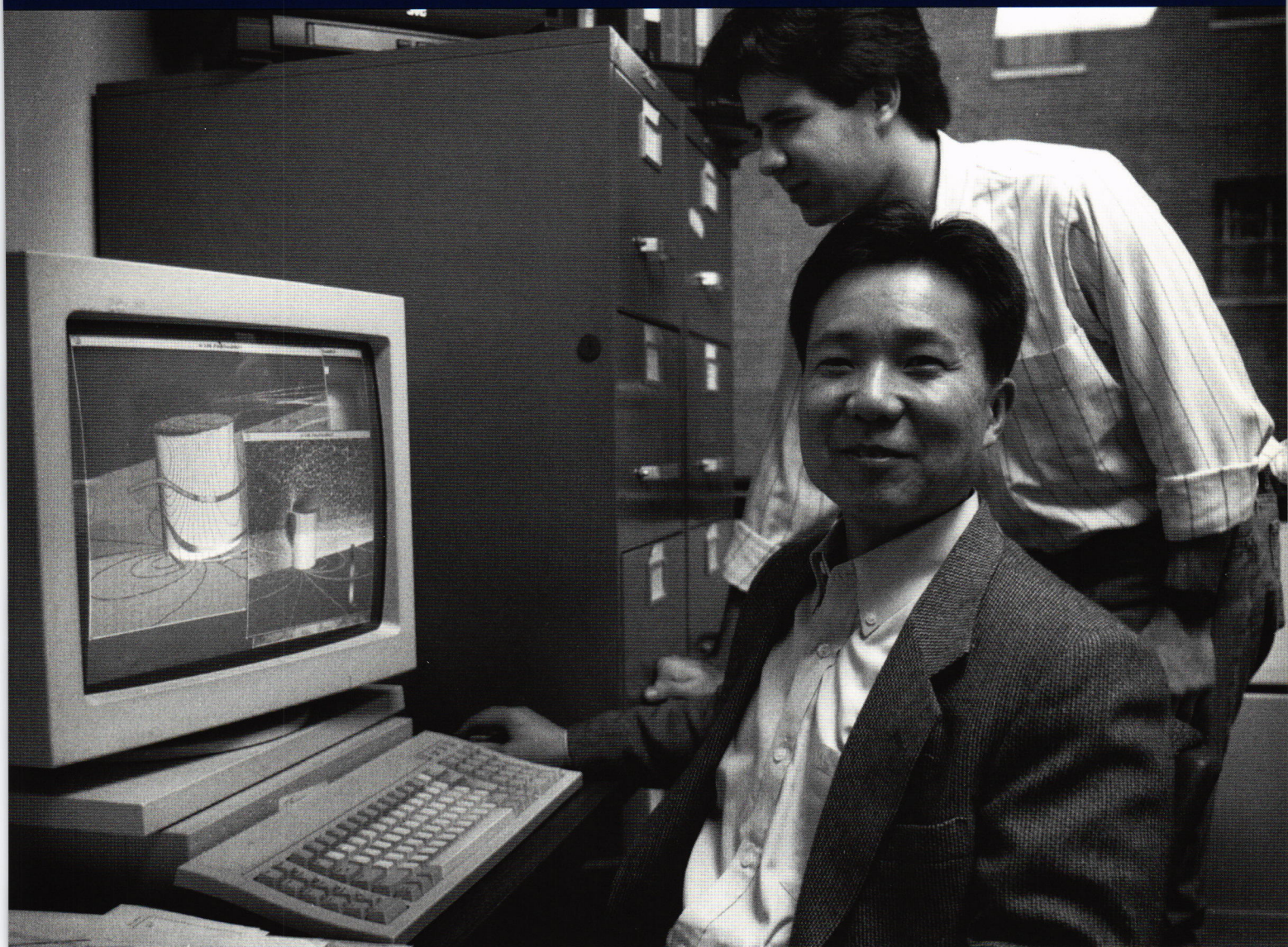
And for Garth R. Andrus, assistant professor of human resource development, membership in an on-line service makes it possible to "check the latest business news, conduct searches of hundreds of daily newspapers . . . and send and receive messages through the Internet to and from colleagues around the world. This instant access to information helps me write more effective and timely articles, include the latest pertinent news story in class, and build cases to be used in class from diverse sources around the globe."

As *Newsweek* noted on January 30, 1995, in an article headlined "Wiring the Ivory Tower," even the academic fields "that were traditionally low tech are increasingly dependent on computers and networking." But where GW is concerned, "dependency" may represent a less-than-adequate metaphor. The University's assistant professors make use of contemporary information technology in ways that bubble with enthusiasm.

Continued from page 11

case is so truly hanging in the balance, as your school seeks to protect itself from the looming financial future. Yes, tenure has become a controversial subject. Recent developments at Bennington College returned it yet once more to the front pages and to prime-time TV. The subject is also likely to break out in almost any newspaper or magazine when a columnist's sarcasms about "the professoriate" are answered by a representative of the American Association of University Professors.

At state colleges and universities, the question that's on the rise is whether legislators increasingly subject to "term limits" are going to look favorably on academic tenure as an institution. And now that retirement at 65 can no longer be imposed on teachers in higher education, we're in real danger of developing a three-class system among those who teach in American colleges and universities: a tenured and steadily aging faculty, the younger teachers whom they "block" by not retiring, and the part-timers



who carry so much of the school's teaching load while not being eligible for tenure at all.

Where all that will end in this country, nobody knows — and "nobody," in this context, definitely includes me! But I prefer to look at the positives because there are in fact so many of them. I do believe that higher education is — right now — in the process of transforming itself, in ways that will become more obvious when we look back from the vantage point of, say, the year 2000.

The widespread introduction of computers, for example, amounts to a lot more than is implied by the common phrase

"virtual university." Coming up fast is the notion of a truly integrated or 24-hour university, whose courses offer continuous access to relevant bodies of information. You may be a student who's a resident on campus or you may be a "distance learner" in Jakarta. But when, at two in the morning, you hit a snag while drafting your paper, you can swiftly — via the Internet or some other arrangement — make your way through the software, related to this specific course, that's housed at your university. And if even that doesn't get you round this particular bend, you can leave an e-mail message for the instructor

James Hahn
School of Engineering and Applied Science

The days when graphics meant simple charts and line graphs are long gone — just ask Prof. Hahn. He produces high-tech, three-dimensional graphics to create "virtual realities" that "simulate real worlds or

even worlds that have never existed" for purposes such as space exploration. He is shown here with computer graphics doctoral student Larry Gritz.



or you can discuss the problem with your fellow students in Stockholm and Brisbane.

And let us not minimize the sheer sophistication of what the Information Superhighway now makes possible. You described to me how it took you only a few seconds to discover all of the instances in Dickens' career when he made use of a single important noun or adjective — complete with citations! An emerging "Holocaust clearing-house" described a few months ago by *The New York Times* — one that will tie together all of the world's Holocaust archives — will make it possible for a student to call up, in definitive detail, every example of life and death in the world of Nazi-occupied Europe. Meanwhile, medical researchers are learning to take for granted the hundreds of thousands of pages that can be accessed via a single



CD-ROM disk.

In other words, the key concept for the university of the future — the university that will be experienced by today's assistant professors — looks to me as if it's going to be access. Personal teaching won't be eliminated, but will be enormously expanded and supplemented. And in the very process of learning, students will be

Silke Fabian Reeves Elliott School of International Affairs

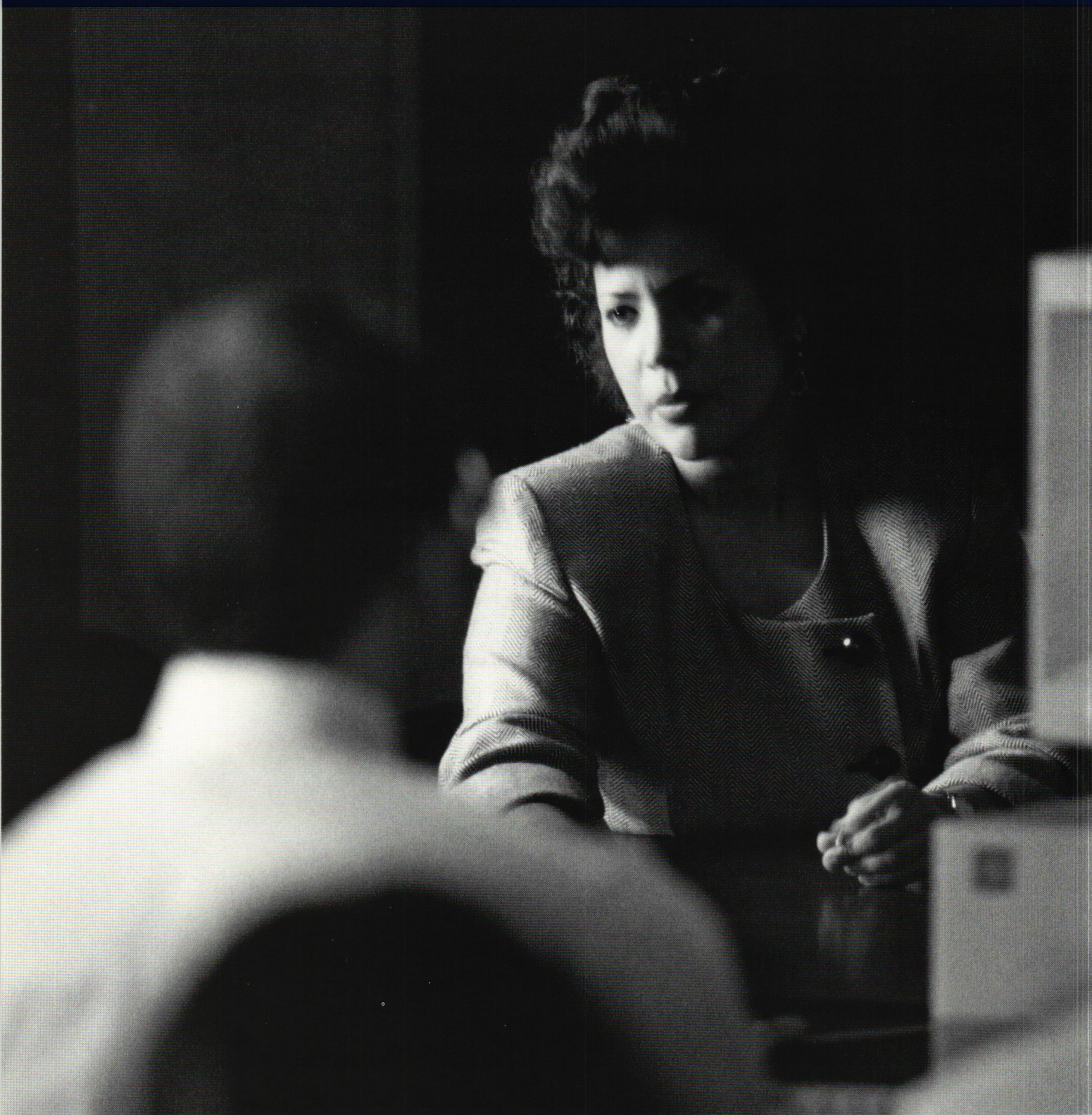
Prof. Reeves recently published *Exchange Rate Management in Interdependent Economies—From Williamsburg to Louvre*. Her research interests include

international monetary and exchange rate policy and international policy coordination.

Forrest Maltzman Columbian College and Graduate School of Arts and Sciences

Washington, D.C., is the ideal location for Prof. Maltzman. He teaches courses about politics—The Amer-

ican Presidency and Introduction to American Government.



Jehan El-Bayoumi
School of Medicine and Health Sciences

Dr. El-Bayoumi uses computerized case simulations in her classes to expose medical students to clinical situations

they may otherwise not have the chance to experience. Her students diagnose and treat patients, and receive artificial

feedback without ever risking harm to patients.

mastering the modes of computerized inquiry they will also need to use in their future careers. As Peter Drucker keeps pointing out, we are now an information society on nothing less than an information planet.


In other words, as change agents for whom information is truly their *raison d'être*, universities are in the process of adapting to their newest incarnation. The process is uneven. Some schools may fail to make it through. But it's a process that's definitely under way, and it's giving our faculty members a vastly expanded range of options for teaching, research, and university service. As I said a moment ago, what's in the works right now is not a "virtual" university, but a new kind of animal altogether — one that will hopefully serve our nation's purposes as it seeks to cope with this increasingly amazing planet.

For assistant professors, the moral would seem to be: Hang in there, and keep your communication skills as up-to-date as you possibly can. You're young enough and sharp enough to

adapt to our new norm — the one known as continuous change. And meanwhile, what you're doing and what you're struggling with as you lead your professional life is utterly relevant to your students and their own future careers.

Thank you for a great conversation, Professor X, and for the chance to add a little to it in the form of this letter.

Cordial regards,



Stephen Joel Trachtenberg
President and Professor
of Public Administration



Three Sketches of a Changing Academic Landscape

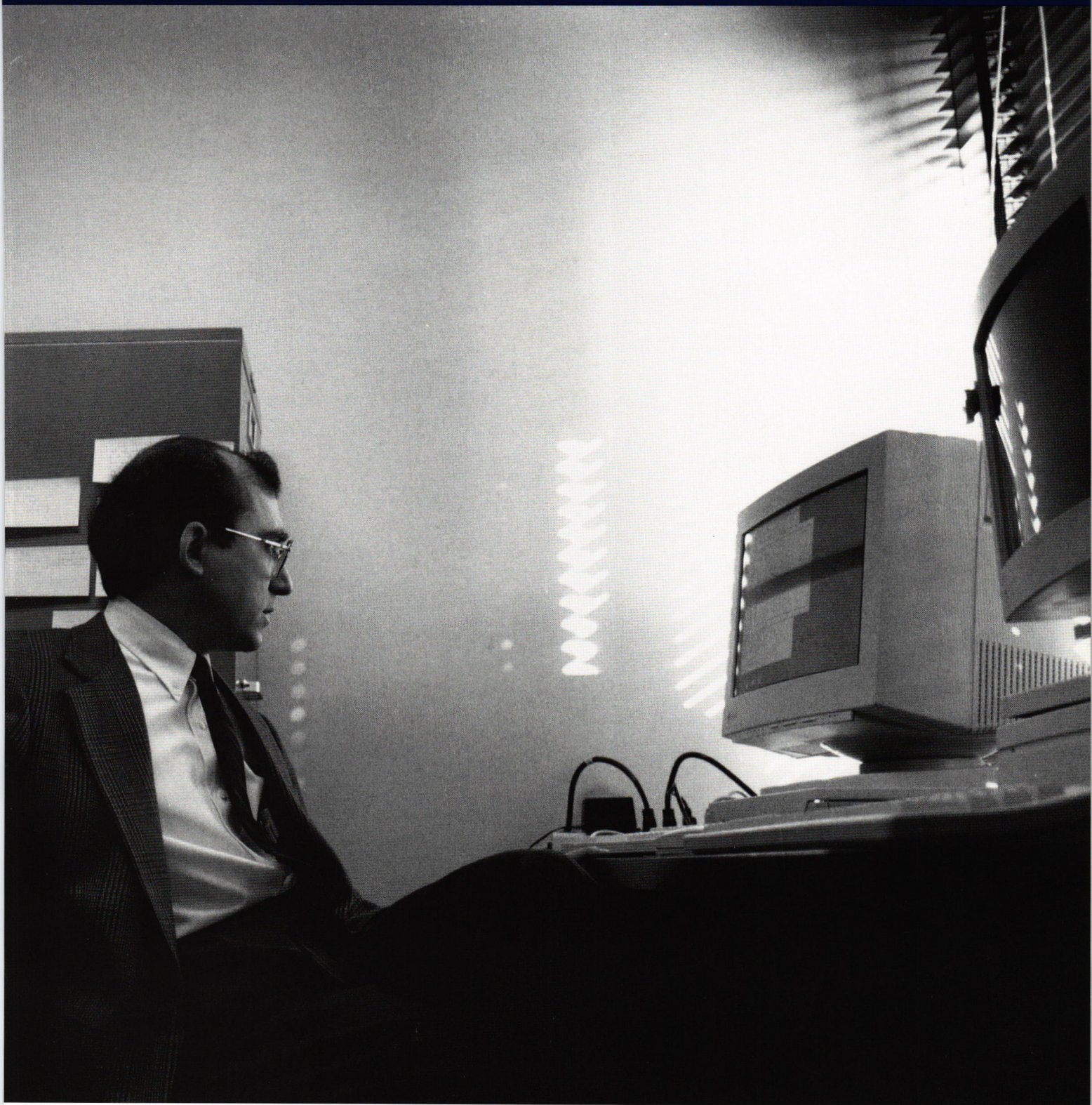
"Accountability" is perhaps the most ubiquitous term in discourse on or about America's campuses today. The currency of the term stems in part from the eagerness of university and college leaders to reassure an increasingly skeptical public that we are able to manage the resources of higher education, arguably one of our most valuable national assets, in a responsible way.

I have selected three views of our campus. Each one demonstrates how GW's faculty, administrators, and trustees are successfully redirecting this large, long-established, complex institution in response to the

incredible range of educational requirements of a pluralistic, market-driven, global culture. Moreover, as we do so, we do not forget that universities by definition are accountable to past and future generations as well as to our more urgent contemporaries.

My first sketch takes the form of a preliminary report on the efforts under way to reconstitute and refocus the School of Engineering and Applied Science. The fortunes of engineering education are notoriously cyclical, but no one was prepared for the swing we experienced between 1982 and 1992. The number of full-time



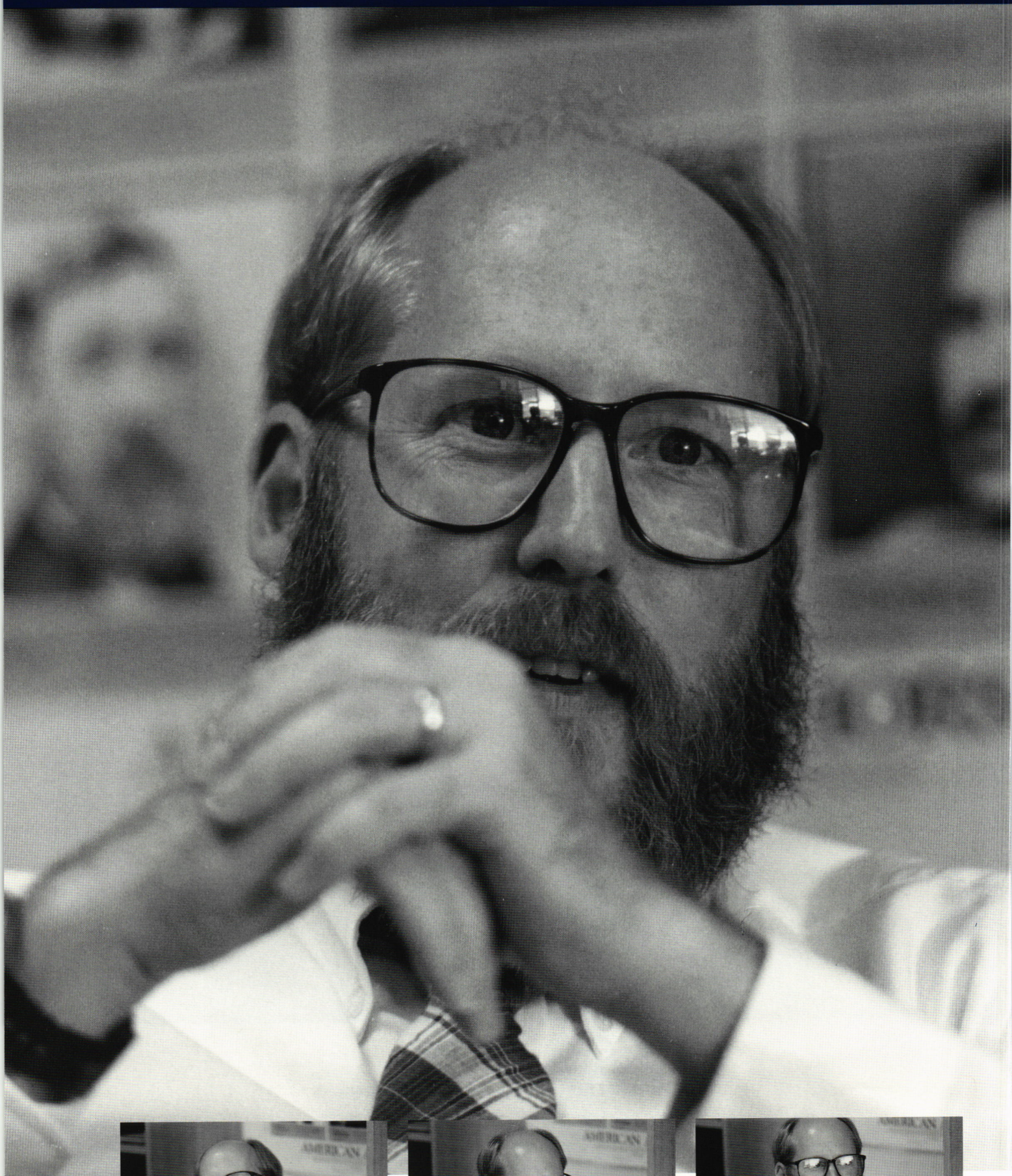


Majid T. Manzari
School of Engineering and Applied Science

With his computer, Prof. Manzari was able to review the recent earthquake in Japan using first-

hand information from his colleagues in Japan. This information was particularly useful to Prof.

Manzari, who conducts research on geotechnical and earthquake engineering.



equivalent engineering students declined by 33 percent over that decade, while the full-time faculty grew by 25 positions. By the close of the fiscal year on June 30, 1993, it had become clear that, while revenues were remaining essentially flat, expenses were increasing at a pace that would soon bring the school's reserve funds down to zero.

In light of the severity of those circumstances, the board of trustees appointed an ad hoc review committee. After nearly a year of consultation and analysis, the review committee presented its findings and recommendations to the full board for adoption in June 1994. The committee's report constituted a fundamental reaffirmation of the importance of engineering to the richness of the curriculum and the research enterprise of GW. The depth of that commitment was manifested in a decision to fund from quasi-endowed monies a one-time, voluntary separation program for tenured faculty. Ten full professors have elected to participate effective May 31, 1995. Although a small number of new appointments will need to be made, this action will reduce the school's annual expenditure for faculty compensation by one million dollars.

Parallel with its affirmation of the school's contribution to the academic life of the University, the board also stated its expectations as to the school's financial contribution to the institution as a whole. It did so through a statement of targets to be achieved by the School of Engineering and Applied Science in three years and at the end of five years. Those targets were framed in terms of improved ratios between the number of full-time faculty, on the one hand, and the number of credit hours taught and the dollar volume of sponsored research awards, on the other.

At this writing, enrollments seem to have stabilized, the faculty roster will be reduced, and efforts to secure research grants have intensified. Moreover, Dean Gideon Frieder, his department chairs, Associate Vice President Donald Lehman, and I are working with the faculty to reconfigure the curriculum and the research agenda. To use the jargon of the day, everyone's aim is a "leaner" and more "prioritized" program of instruction and research.

The problem in this episode was not that no one was aware of the profound changes taking

place in the external environment and their impact on the engineering profession. The problem was that we lacked the internal instruments for managing a timely adaptation to those changes. That is no longer the case with respect to our major resource, namely, the full-time faculty, which leads to my second theme.

In 1992, the deans and I instituted what we call the Faculty Position Control Plan. The background for the invention of this plan was the knowledge that between 1987 and 1991 the full-time equivalent faculty had increased by 10 percent while the full-time equivalent student body had increased by only 3 percent. What we needed was a mechanism that would give us maximum flexibility in mobilizing faculty expertise to meet fickle swings in student interests while maintaining the essential elements of existing curricula and respecting the tenure system. We also knew that if expenditures for the addition of new faculty lines could be stemmed, we could use any new money to improve the compensation of incumbent faculty.

The deans and I now start each year with a fixed number of faculty positions. When the



John M. Artz
School of Business and Public Management

Practicing what he preaches, Prof. Artz, who teaches courses on telecommunications, operating systems, and program-

ming, holds the patent to Datalink Controller Interface, a direct manipulation user interface for air traffic con-

trollers in a digital communications environment.

deans come forward with their roster of proposed searches for new appointments, they are asked to indicate a number equal to 2 percent of the total regular faculty of their schools that might be withdrawn (if necessary) into the Vice President's Faculty Reserve Pool and held there or transferred to another unit.

The Position Control Plan has worked. The overall size of the nonmedical faculty has stabilized since 1991 at just over 700. What little growth we have experienced has been pretty much confined to new endowed professorships, special minority hires, externally funded contract positions, or contracts contingent on new enrollments. Within this ceiling, there has been a gradual reallocation of full-time faculty lines across departments within schools as well as between schools.

What is more, the compensation of our faculty has been improved significantly. When the annual national faculty salary survey done by the American Association of University Professors was published last year, it indicated that GW salary averages for assistant and associate professors were at or above the 80th percentile. That had long been the standard advocated by our Faculty Senate. President Trachtenberg has committed the University to maintaining this level for assistants and associates, while bringing the full professor average up to the 80th percentile over the next three years.

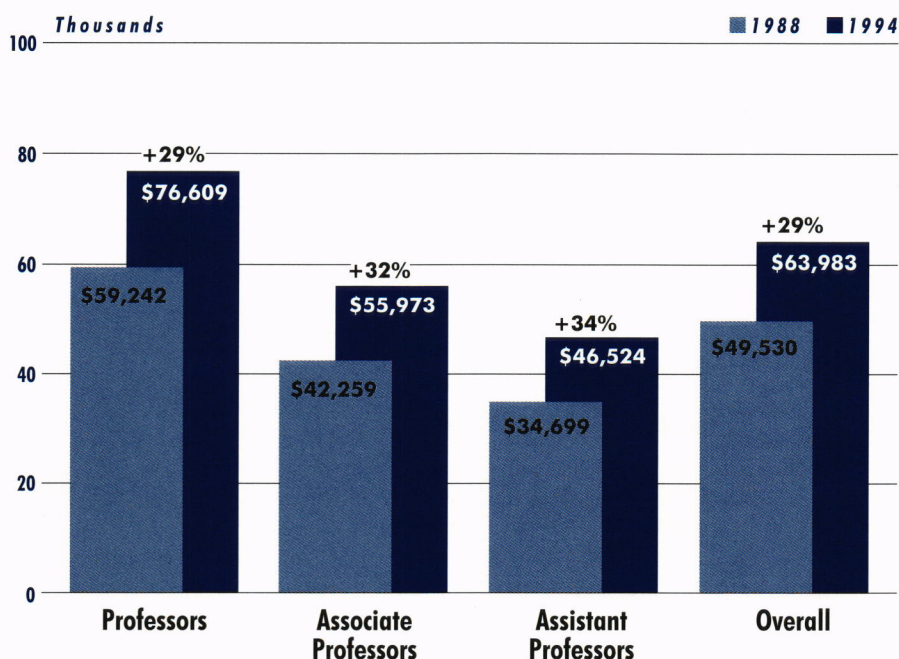
This progress was reflected in a story *The Washington Post* did last year surveying faculty salaries at universities from Charlottesville to Baltimore. GW's overall average faculty salary was exactly the same as

at the University of Virginia and higher than at Johns Hopkins.

We recently submitted our data to the AAUP for the current year. We can't know comparative averages until the national survey is published later this year, but I can tell you what we have done. Our budget allocation for nonmedical full-time faculty salaries and fringe benefits was increased by \$2,800,000 between the 1993-94 and 1994-95 academic years. The average salary for full professors this year is \$76,609, a 5.6 percent increase over last year; for associate professors \$55,973, a 4.2 percent increase; and for assistant professors \$46,524, a 6.5 percent increase. These increases represent the latest installment in an uninterrupted sequence of annual raises during a period in which many institutions either

Full-Time Faculty Average Salaries 1988-89 Through 1994-95

Excluding School of Medicine and Health Sciences



1994 Full-Time Faculty and % Change Between Academic Years 1988-89 and 1994-95

Including School of Medicine and Health Sciences

	Men	% Change	Women	% Change	Total	% Change
White	636	-0.3%	255	37.1%	891	8.1%
Black	9	12.5%	23	155.6%	32	88.2%
Asian	49	44.1%	26	52.9%	75	47.1%
Hispanic	12	20.0%	9	350.0%	21	75.0%
TOTAL	706	2.3%	313	46.3%	1019	12.7%
Minorities	70	34.6%	58	107.1%	128	60.0%

1994 Full-Time Faculty by Contract Status and % Change Between Academic Years 1988-89 and 1994-95

Tenured & Tenure-Track Positions Combined

Including School of Medicine and Health Sciences

	Men	% Change	Women	% Change	Total	% Change
White	503	-5.3%	143	20.2%	646	-0.6%
Black	4	-42.9%	9	125.0%	13	18.2%
Asian	39	56.0%	12	33.3%	51	50.0%
Hispanic	9	12.5%	7	250.0%	16	60.0%
TOTAL	555	-2.8%	171	27.6%	726	3.0%
Minorities	52	30.0%	28	86.7%	80	45.5%

1994 Full-Time Faculty by Rank and % Change Between Academic Years 1988-89 and 1994-95

Senior Ranks - Professors & Associate Professors Combined

Including School of Medicine and Health Sciences

	Men	% Change	Women	% Change	Total	% Change
White	511	-1.7%	132	39.0%	643	4.6%
Black	6	0.0%	11	450.0%	17	112.5%
Asian	32	52.4%	10	25.0%	42	44.8%
Hispanic	8	14.3%	4	100.0%	12	33.3%
TOTAL	557	0.5%	157	46.7%	714	8.0%
Minorities	46	35.3%	25	108.3%	71	54.4%



froze faculty salaries or were limited to the most nominal raises.

The results are summarized in the chart on page 22.

This is a remarkable achievement for a faculty that has at the same time grown from 643 in 1988 to 713 in 1995. It is also a faculty far more diverse in terms of ethnicity, national background, and gender. This can be seen in the data on changes in the composition of the faculty in general and in the critical categories of the senior ranks and tenured lines in particular presented in the three tables on page 23.

Our first aim in all of this is to compensate our increasingly distinguished faculty both fairly and well in a comparative context of other major private universities. In doing so, we also enhance our ability to attract and retain new faculty. Our present ability to attract talented people is attested to by the representative set of junior faculty who are profiled throughout the text of this report. The fact is that in at least two-thirds of the searches that we conduct for new faculty,

whether of junior or senior status, we succeed in hiring our first choice among the applicants. Some years in some schools we now hire our first choice for every open position.

This recruitment record is of course testimony to the competitive level of faculty compensation. It is equally a tribute to the calibre of the faculty in place. We have the kind of faculty with whom other academics wish to become associated.

The faculty is also a magnet for our other important constituency: students. As my third sketch, I would like to turn now to a profile of our student body as it has evolved over the last half dozen years.

Most friends of the University are quite familiar with what has transpired at the undergraduate level. So after providing some symbolic reminders of the transformation that has taken place in that sphere, I will concentrate on the demography of the graduate and professional divisions.

It is estimated that applications for admission in the 1995 freshman class will reach

10,500. That compares with 7,250 in 1988. The increased selectivity made possible by this volume of interest is reflected in such statistics as that GW now ranks 26th among American universities in terms of the number of National Merit Finalists who enroll each year. That ranking places us above such schools as Brown, Cornell, UC Berkeley, and Hopkins. Another astonishing indicator of our perceived standing is that the University Honors Program admits 130 new freshmen each year with median combined SAT scores of 1300.

Now let us turn to the less well-known part of the story: graduate education. Graduate and professional students have constituted a majority of GW's student body since the mid-1960s. Their relative proportion has increased dramatically during President Trachtenberg's administration. Between the fall of 1988 and fall 1994, the number of full-time equivalent undergraduates (excluding medicine) has declined from just under 6,000 to just under 5,800. During the same period, the graduate and professional

Jonathan Reiner School of Medicine and Health Sciences

This Cardiac Catheterization Laboratory is readied to treat a heart attack patient "STAT!" Dr. Reiner, an assistant professor of medicine, conducts much of his research in this laboratory—searching for new technologies

to make cardiac procedures more efficient. He is assisted here by Donna Bashford, R.N., a cardiovascular research coordinator.

student population (excluding medicine) has increased in absolute numbers from 8,740 to 9,660. (This includes 500 students enrolled on the Virginia Campus.) Of even more significance is the fact that the number of full-time graduate and professional students has increased by 41 percent in just six years. Within the latter figure, the most striking trend is that the number of full-time master's students has increased by 54 percent. These trends are summarized in the graph at the bottom of this page.

The institutional significance of this demographic development is quite profound. What it signifies is that, while GW has maintained its historic service role of providing career-related part-time graduate education to thousands of local residents, we also have become the university of choice for thousands of college graduates across the coun-

try and around the world who wish to pursue advanced degrees on a full-time basis.

We have not arrived at this point by accident. Over the last 20 years, we have recruited both established scholars and beginning professors with whom promising candidates for advanced degrees wish to study. Over the last 10 years, we have targeted certain programs for increased graduate aid. We have, over the last five years, coordinated the allocation of aid and the marketing of programs through the office of the Associate Vice President for Research and Graduate Studies.

The result of all this in numerical terms is that for the 1994-95 academic year we had approximately 110,000 inquiries for our graduate and professional programs (excluding the medical school). These inquiries translated into 19,000 applications for admission and eventu-

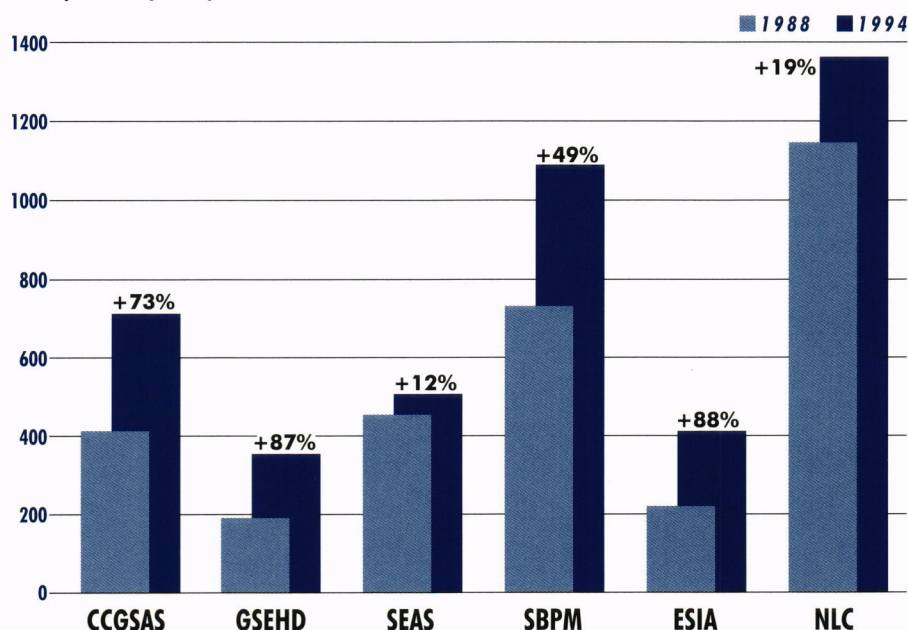
ated in 3,045 matriculants. The result in fiscal terms is that graduate and professional students now contribute roughly 60 percent of the net tuition revenues coming into the University. (This is the reverse of most research universities in which a large undergraduate base subsidizes the more expensive graduate programs.) The result in reputational terms will be a rise in the recognition by our peers throughout higher education that GW has become a distinguished center for academic work at the highest levels. This perception will redound to our advantage over the next generation.

In order to consolidate these advances, President Trachtenberg has agreed to increase the annual budget for graduate and professional aid in 1995-96 by one million dollars over and above the increase indexed to the rise in tuition. The impact of this decision can be described very concretely.

At the moment, the status of our graduate programs is reflected in the volume of inquiries and applications cited above. The way to read those numbers is to visualize scores of outstanding college graduates who are qualified to go any place in America to pursue advanced degrees, and who now include GW among their prospective schools. (To take

Full-Time Graduate Enrollment Fall Semesters 1988-1994

(All Campuses)





Garth Andrus
Graduate School of Education and
Human Development

Stationed at GW's Hampton Roads Campus in Virginia, Prof. Andrus is director of GW's Master's Degree Program in Human Resource Develop-

ment. In this capacity, he coordinates a program that serves some 85 professionals pursuing master's degrees.

There is a positive circularity in this narrative which should raise the self-esteem and the morale of all alumni, faculty, students, and friends of the University. Faculty love to teach and to collaborate in research with these gifted undergraduates and full-time graduate students. Faculty recruitment is thus made easier. The stronger the faculty, the stronger the qualifications of prospective students. This is a sequence of causes and effects that can only enhance the actual and the perceived standing of the University. At the same time, the fact that this happy situation has come about through the combined conscious efforts of faculty, administrators, and trustees should meet the accountability test of even the most skeptical observer.

Roderick S. French

Vice President for
 Academic Affairs

just one quick example, our entering master's candidates in the Elliott School of International Affairs last fall had exactly the same GPAs and GRE scores as did the new class at Johns Hopkins' School of Advanced International Studies.) Up to this point, in many programs we have not

been able to recruit our share of these remarkable applicants because our graduate fellowships often were not competitive with other major universities. The infusion of new aid money will enable more of our priority graduate programs to convert more of their best applicants into matriculants.

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Columbian College and Graduate School of Arts and Sciences

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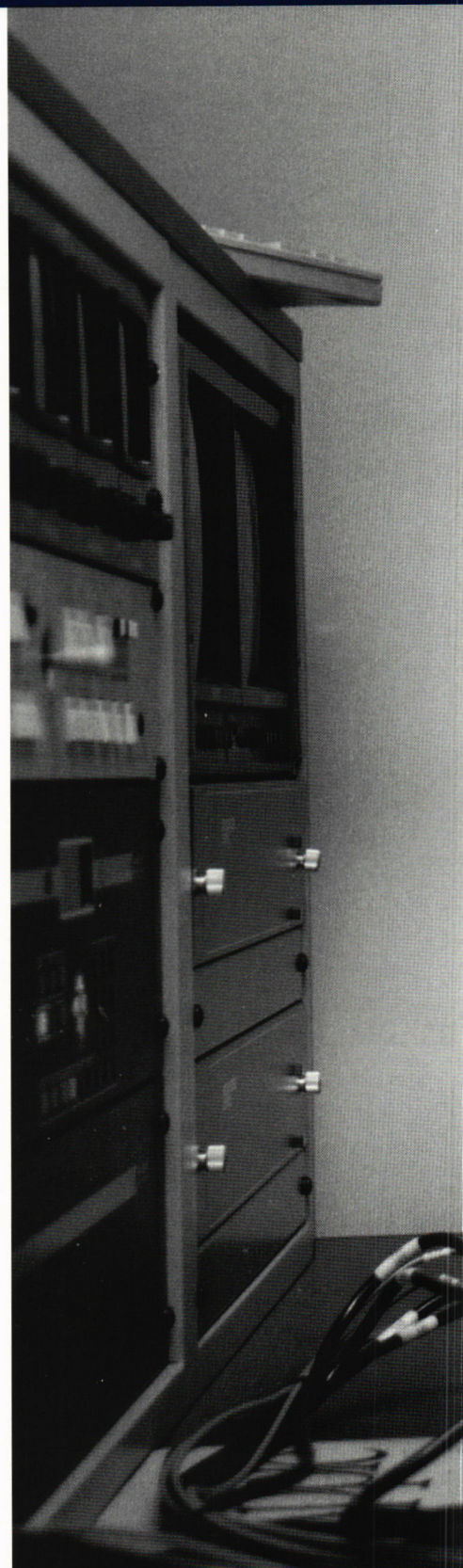
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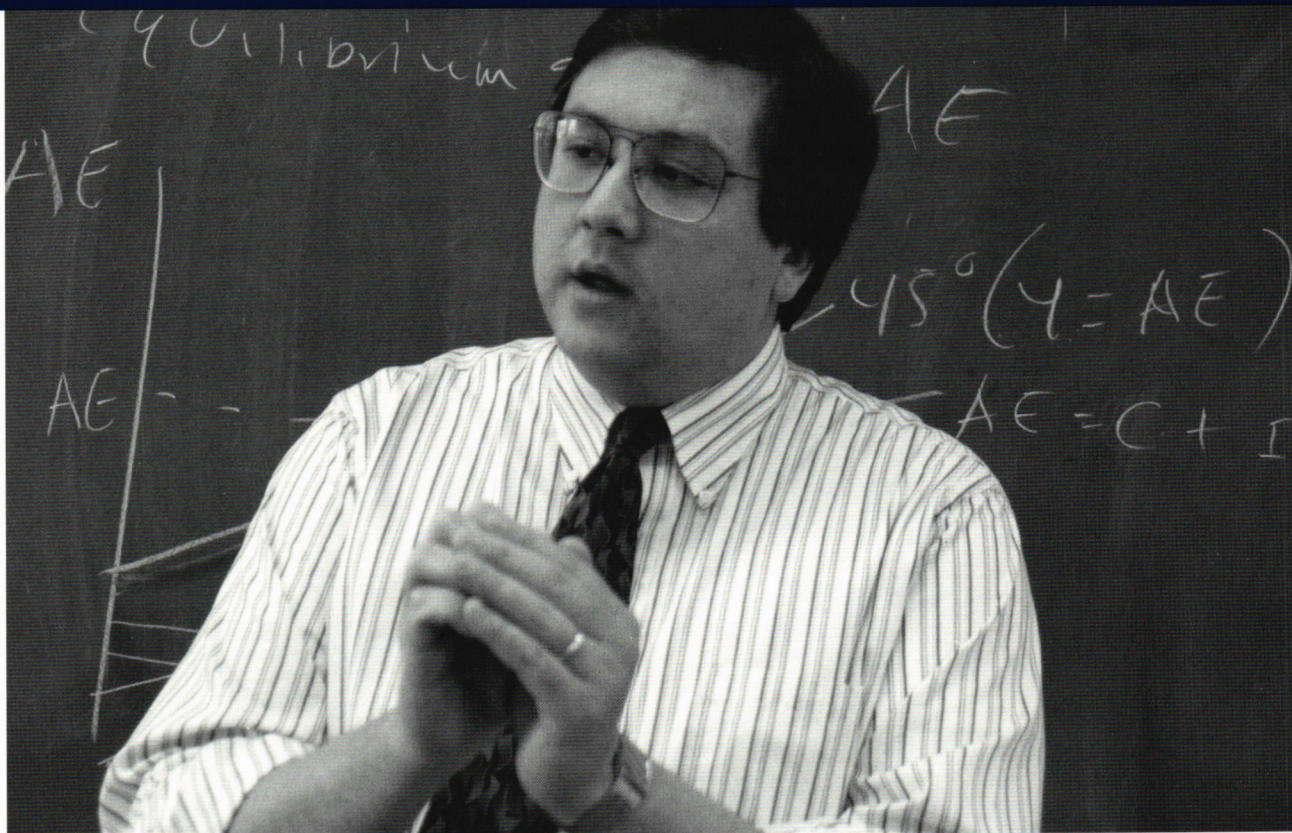


Sylvia V. Marotta
Graduate School of Education
and Human Development

"This is only a test..." Prof. Marotta, director of the GW Counseling Laboratory, instructs doctoral student Kimberly K. Asner

on the use of video monitoring equipment for supervising counselor interns. Prof. Marotta is a convener of the Association for

Counselor Education and Supervision Network of Directors of Clinical Training, American Counseling Association.



Edward M. Feasel
Columbian College and Graduate
School of Arts and Sciences

Is the economy stabilizing? What affects the economy? Prof. Feasel, an assistant professor of economics, explains to his students the principles of macro-

economics. Prof. Feasel specializes in macroeconomics and econometrics.

Gerald M. Britan: "Measuring Program Performance and Managing for Results: Perspectives from the National Performance Review and USAID." *Proceedings of the Data Administration and Management Association*.

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Patricia Tate
Graduate School of Education and
Human Development

"Raise your hand if you have a question." In addition to her teaching responsibilities, Prof. Tate also directs GW's Office of Laboratory Experiences. She

coordinates field placements for students in GW's teacher preparation program—placing master's degree candidates in area elementary schools to

gain teaching experience. She is shown here introducing a group of elementary school teachers to their new GW teaching interns.

Christopher J. Deering: "Decision Making in the Armed Services Committees." In *Congress Resurgent*, Randall Ripley and James Lindsay, eds. University of Michigan Press.

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Michael R. Duffey **School of Engineering and Applied Science**

An expert on product design and manufacturing processes, Prof. Duffey imparts his knowledge to doctoral student Philip C. Koenig for a paper they are

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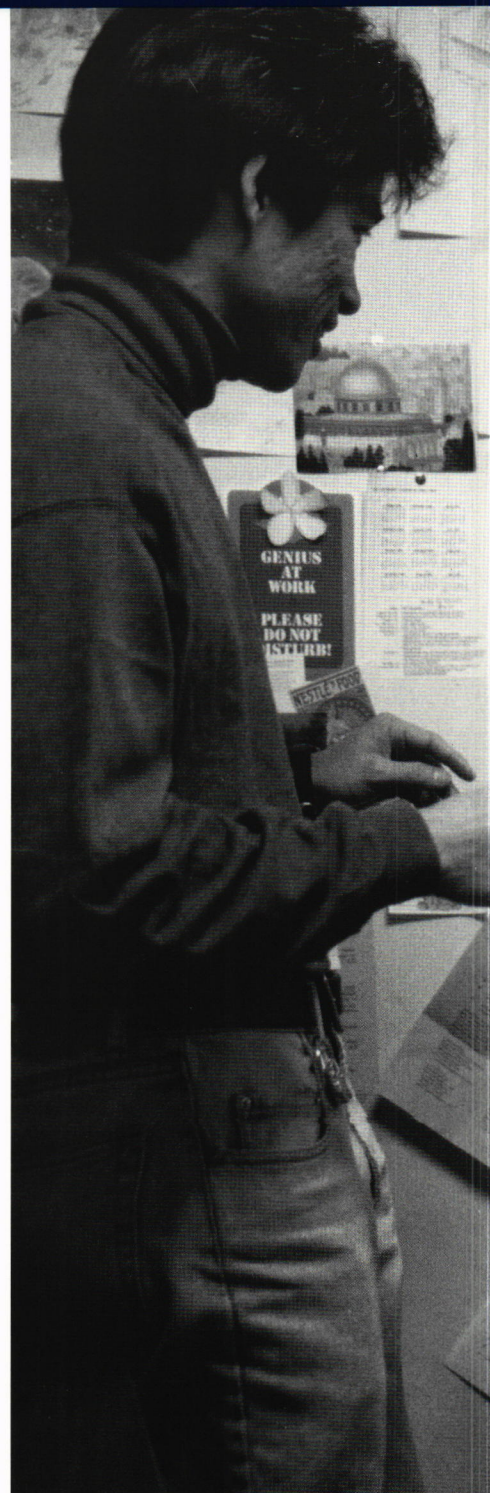
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Can E. Korman
School of Engineering
and Applied Science

Prof. Korman (center) has received a research award from the National Science Foundation for his project, "RIA: Advanced Numerical Modeling of Semiconductor Devices."

He is shown here with his students (l-r) Amro Jaradeh, Pattan Rugkwamsook and Alfredo Piazza.



Sharon Confessore Graduate School of Education and Human Development

Human Resource Development students turn to Prof. Confessore (center) for advice after class. Prof. Confessore is shown here in a newly refurbished state-of-the-art

classroom in Fungler Hall with (l-r) Jonathan M. Pugh, Michelle Lawrence and Matthew T. Dombrowski.

Libby Hall: "Mentoring: Progressional Growth Program for Teachers." Office of Personnel Services, Department of Education, State of Hawaii.

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Prof. Vonortas specializes in industrial organization, science, and technology policy, and the international transfer of technology and public policy. He has published articles on these topics, and has an upcoming article

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$X=Y^2$, or does it? It looks so easy, but in reality...Prof. Irony illustrates the process for solving an assigned problem to her student Jeff Gaites. Prof. Irony

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Columbia Law Review recently published Prof. Carter's "Can this Culture be Saved? Another Affirmative Action Baby Reflects on Religious Freedom," a book review of Stephen Carter's book *The Culture of Disbelief*. Prof. Carter teaches Evidence

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Laura Birou
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"I scream, you scream, we all scream for ice cream." During the fall 1994 semester, Prof. Birou's operation's management students became quite familiar with ice cream as they analyzed the ice cream industry and developed their own

products. After presenting their findings, the students celebrated by making their own ice cream to share with the class. Prof. Birou received the School of Business and Public Management's Senior Teaching Award in 1993.

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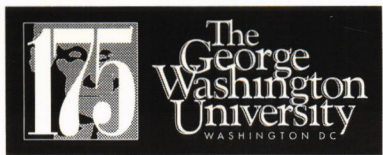
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